

# C E Williams Middle School for Creative & Scientif

640 Butte Street  
Charleston, SC 29414

<b>Grades</b>	5-8 Middle School	
<b>Enrollment</b>	704 Students	
<b>Principal</b>	Carol Tempel , Interim Principal	843-763-1529
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	843-760-2635

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
2	9	1	1	1

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Below Average	Yes

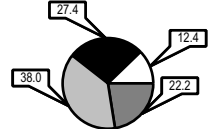
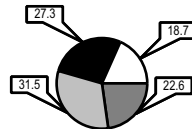
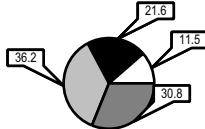
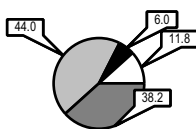
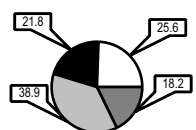
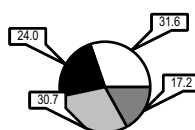
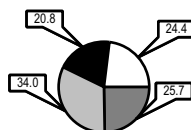
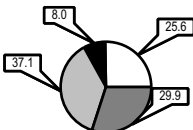
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	693	99.4	11.4	44.2	38.4	6.0	57.4	Yes	Yes
<b>Gender</b>									
Male	346	99.4	14.0	46.8	34.8	4.4	52.3		
Female	347	99.4	8.8	41.6	41.9	7.6	62.5		
<b>Racial/Ethnic Group</b>									
White	425	99.3	6.5	40.7	44.7	8.1	66.0	Yes	Yes
African American	240	99.6	21.0	52.5	25.2	1.3	39.9	Yes	Yes
Asian/Pacific Islander	15	100.0	0.0	26.7	46.7	26.7	80.0	I/S	I/S
Hispanic	12	100.0	9.1	18.2	72.7	0.0	72.7	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	622	99.7	8.6	42.7	42.0	6.7	62.7		
Disabled	71	97.2	36.2	58.0	5.8	0.0	10.1	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	693	99.4	11.4	44.2	38.4	6.0	57.4		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	689	99.4	11.3	44.5	38.1	6.0	57.3		
<b>Socio-Economic Status</b>									
Subsidized meals	171	100.0	20.0	56.5	23.5	0.0	41.8	Yes	Yes
Full-pay meals	522	99.2	8.6	40.2	43.3	8.0	62.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	693	99.7	11.4	36.2	30.8	21.6	64.8	Yes	Yes
<b>Gender</b>									
Male	346	99.7	12.2	34.1	28.6	25.1	66.5		
Female	347	99.7	10.5	38.3	33.0	18.1	63.2		
<b>Racial/Ethnic Group</b>									
White	425	99.5	5.5	31.7	36.0	26.7	75.2	Yes	Yes
African American	240	100.0	22.6	46.4	22.2	8.8	43.5	Yes	Yes
Asian/Pacific Islander	15	100.0	0.0	0.0	20.0	80.0	100.0	I/S	I/S
Hispanic	12	100.0	9.1	36.4	36.4	18.2	81.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	622	99.8	7.3	35.8	33.0	23.9	69.3		
Disabled	71	98.6	47.1	40.0	11.4	1.4	25.7	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	693	99.7	11.4	36.2	30.8	21.6	64.8		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	689	99.7	11.3	36.1	30.8	21.7	64.8		
<b>Socio-Economic Status</b>									
Subsidized meals	171	99.4	18.9	49.1	23.7	8.3	48.5	Yes	Yes
Full-pay meals	522	99.8	8.9	32.0	33.1	26.0	70.2		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	693	99.7	18.5	31.5	22.6	27.3	49.9
<b>Gender</b>							
Male	346	99.7	16.6	28.9	23.6	30.9	54.5
Female	347	99.7	20.5	34.2	21.6	23.7	45.3
<b>Racial/Ethnic Group</b>							
White	425	99.5	11.0	24.8	26.7	37.5	64.2
African American	240	100.0	33.5	43.5	14.2	8.8	23.0
Asian/Pacific Islander	15	100.0	0.0	13.3	40.0	46.7	86.7
Hispanic	12	100.0	9.1	54.5	18.2	18.2	36.4
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	622	99.8	15.0	31.5	23.6	29.9	53.5
Disabled	71	98.6	50.0	31.4	14.3	4.3	18.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	693	99.7	18.5	31.5	22.6	27.3	49.9
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	689	99.7	18.5	31.4	22.6	27.5	50.1
<b>Socio-Economic Status</b>							
Subsidized meals	171	99.4	30.2	40.8	16.0	13.0	29.0
Full-pay meals	522	99.8	14.7	28.5	24.8	32.0	56.8

<b>Social Studies</b>							
All Students	693	99.7	12.3	38.1	22.2	27.4	49.6
<b>Gender</b>							
Male	346	99.7	10.2	34.4	23.9	31.5	55.4
Female	347	99.7	14.3	41.8	20.5	23.4	43.9
<b>Racial/Ethnic Group</b>							
White	425	99.5	7.2	32.7	24.1	36.0	60.1
African American	240	100.0	22.2	49.0	18.0	10.9	28.9
Asian/Pacific Islander	15	100.0	0.0	26.7	13.3	60.0	73.3
Hispanic	12	100.0	9.1	27.3	45.5	18.2	63.6
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	622	99.8	9.3	38.2	23.1	29.4	52.5
Disabled	71	98.6	38.6	37.1	14.3	10.0	24.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	693	99.7	12.3	38.1	22.2	27.4	49.6
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	689	99.7	12.2	38.3	22.0	27.5	49.5
<b>Socio-Economic Status</b>							
Subsidized meals	171	99.4	21.3	49.7	17.8	11.2	29.0
Full-pay meals	522	99.8	9.3	34.3	23.6	32.8	56.4

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	112	99.1	10.0	57.3	30.9	1.8	32.7
	6	185	100.0	22.4	33.9	38.3	5.5	43.7
	7	190	100.0	12.7	52.9	32.8	1.6	34.4
	8	195	99.5	13.1	53.9	29.3	3.7	33.0
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	108	100.0	8.5	41.5	45.3	4.7	50.0
	6	222	99.1	16.0	41.1	38.4	4.6	42.9
	7	186	100.0	10.5	50.8	32.6	6.1	38.7
	8	177	98.9	8.1	42.2	41.0	8.7	49.7
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	112	100.0	9.9	43.2	31.5	15.3	46.8
	6	185	100.0	10.4	33.9	29.0	26.8	55.7
	7	190	100.0	14.3	36.0	19.0	30.7	49.7
	8	195	100.0	17.5	53.6	21.1	7.7	28.9
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	108	99.1	6.7	36.2	22.9	34.3	57.1
	6	222	99.6	9.5	35.0	36.4	19.1	55.5
	7	186	100.0	13.8	33.1	26.5	26.5	53.0
	8	177	100.0	12.6	41.1	33.7	12.6	46.3
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	108	99.1	22.9	27.6	16.2	33.3	49.5
	6	222	99.6	24.5	30.5	20.9	24.1	45.0
	7	186	100.0	12.2	29.8	28.2	29.8	58.0
	8	177	100.0	13.1	37.7	23.4	25.7	49.1
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	108	99.1	15.2	49.5	20.0	15.2	35.2
	6	222	99.6	7.3	32.7	22.3	37.7	60.0
	7	186	100.0	15.5	32.0	22.7	29.8	52.5
	8	177	100.0	12.0	44.6	23.4	20.0	43.4

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 704)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	25.8%	Down from 39.2%	26.7%	15.5%
Retention rate	0.6%	Up from 0.1%	1.7%	3.0%
Attendance rate	96.3%	Down from 96.4%	96.4%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.0%	Up from 1.9%	3.1%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.6%	Up from 2.4%	3.1%	4.6%
Eligible for gifted and talented	46.7%	Up from 42.0%	27.2%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.3%	Down from 10.8%	10.1%	13.6%
Older than usual for grade	1.3%	Down from 1.6%	2.1%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.9%	0.5%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 46)</b>				
Teachers with advanced degrees	63.0%	Up from 60.0%	58.9%	51.8%
Continuing contract teachers	82.6%	Up from 77.8%	82.9%	78.1%
Highly qualified teachers	83.7%	Down from 87.1%	90.0%	89.6%
Teachers with emergency or provisional certificates	5.0%	Down from 10.3%	2.9%	6.0%
Teachers returning from previous year	76.1%	Up from 68.8%	86.7%	85.4%
Teacher attendance rate	95.3%	Down from 96.1%	95.0%	94.9%
Average teacher salary	\$41,618	Up 2.3%	\$43,413	\$41,328
Prof. development days/teacher	7.2 days	Down from 9.4 days	10.8 days	11.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.5	3.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 27.1 to 1	21.7 to 1	21.3 to 1
Prime instructional time	90.3%	Down from 91.0%	90.2%	89.3%
Dollars spent per pupil*	\$4,996	Down 21.1%	\$5,537	\$6,022
Percent of expenditures for teacher salaries*	70.4%	Up from 62.9%	68.1%	61.7%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	40.9%	Down from 99.3%	95.4%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This CE Williams Middle School Report Card addresses achievement data, school highlights, and other data that reflect what is happening at the school. The data within this document will be used to continue to develop and implement a strong academic program for all children in a safe and inviting school environment. We are committed to creating and providing the best possible educational experiences for each child, and to that end we have Project ARTISTIC, RAPS, a PASCO grant, Project Lead the Way, and Gear-Up supporting the CEW educational program. We have continued to build and strengthen the academic options for children with the 21st Century After-School Program and with the implementation of the Princeton Review Extended Day Program. In addition, a special academic support class has been established for both 7th and 8th grade students in ELA and math. The challenges we face include high academic achievement for all students, arts' integration, performance opportunities, and a greater use of technology, and we have begun work in these areas. The media center's book collection is being enhanced with high level selections, art students have been commissioned by the City of Charleston to build Calder-esque sculptures for SPOLETO, and the action lab is being rebuilt for the coming school year. Overall, we are proud of our students' achievements in academics, the arts, and athletics, and we look forward to continued growth and success for all the children at CE Williams Middle School.

Judith Peterson, Principal  
Eduardo Curry, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	34	152	116
Percent satisfied with learning environment	100.0%	77.0%	93.9%
Percent satisfied with social and physical environment	100.0%	82.2%	93.8%
Percent satisfied with school-home relations	97.1%	90.1%	78.4%

\*Only students at the highest middle school grade level at this school and their parents were included.